REPORT RESUMES

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A GUIDE FOR PART-TIME COOPERATIVE EDUCATION PROGRAMS.
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BOTH THE TEACHER-COORDINATOR RESPONSIBLE FOR THE OPERATION OF A COOPERATIVE PROGRAM AND SCHOOL ADMINISTRATORS INTERESTED IN INITIATING A PART-TIME COOPERATIVE PROGRAM CAN USE THIS GUIDE. IT GIVES A HISTORICAL BACKGROUND OF COOPERATIVE EDUCATION AND THE NEW CONCEPTS PROPOSED IN THE VOCATIONAL EDUCATION ACT OF 1963 AND THE ECONOMIC OPPORTUNITY ACT. TYPES AND OPERATIONAL PATTERNS OF PART-TIME COOPERATIVE PROGRAMS ARE EXPLAINED. THE PURPOSES AND ADVANTAGES OF THE COOPERATIVE EDUCATION PROGRAM, THE RESPONSIBILITIES AND QUALIFICATIONS OF THE COORDINATOR, THE TECHNIQUES FOR OPERATING THE PROGRAM, AND CONSIDERATIONS FOR LOCATING AND EVALUATING WORK STATIONS AND SUPERVISING ON-THE-JOB TRAINING ARE PRESENTED. THE APPENDIXES INCLUDE FEDERAL AND STATE LAWS AFFECTING THE PROGRAM, SAMPLE FORMS, AND A LIST OF AUDIOVISUAL AIDS FOR RELATED INFORMATION CLASSES. (PA)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A GUIDE FOR PART-TIME COOPERATIVE EDUCATION PROGRAMS

This Guide was prepared by the Department of Industrial Education and Technology of Trenton State College in cooperation with the Division of Vocational Education of the State Department of Education, Trenton, New Jersey.

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A GUIDE FOR PART-TIME COOPERATIVE EDUCATION PROGRAMS

FOREWARD

One of the recommendations of Commissioner Frederick M. Raubinger's "Committee to Study the Needs of Vocational Education in New Jersey," 1964, was that cooperative education be expanded. In a joint venture between the Vocational Division of the New Jersey State Department of Education and the Trenton State College, a project was undertaken to implement this recommendation. The specific aim of the project was to provide this guide to cooperative education.

This document was developed from a series of lectures and the accompanying discussions in a course entitled "Cooperative Industrial Work-Study Programs." It is designed to be of value to coordinators of part-time cooperative education programs and, also, those interested in initiating such programs.

Among the various authorities whose presentations enriched the course given at Trenton State College were the following:

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To these contributors; to Mr. Donald Hoagland, Visiting Lecturer in the Department of Industrial Education and Technology at Trenton State College, who conducted the course; to Mr. Michael Robinson and Mr. Peter Festante who transcribed and edited the material; to Dr. Rutherford E. Lockette, Professor and Chairman, Department of Industrial Education and Technology at Trenton State College, who reviewed the material and performed final editing in a conference with Mr. John Wyllie and Mr. John Glass, both of the Vocational Division of the State Department of Education; we extend our thanks and appreciation.

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Two major studies have made sweeping and significant recommendations for improvement of vocational education. The reports, Education for a Changing World of Work and Vocational Education for New Jersey Today, both support numerous improvements in vocational education programs with the view of upgrading them as well as making them more available to all youth. To assist in meeting the needs of youth noted in these studies, attention will be directed to a number of different types of programs. Some of these programs have existed for a long period of time and need to become more widespread in practice. There are others which are new and/or experimental in nature, particularly those geared to groups with which education in general and vocational education specifically have been unable to cope successfully.

Among the specific recommendations of the "Committee to Study the Needs of Vocational Education in New Jersey" the following one has appealed to a great number of school systems to the point that plans have been made to institute programs in the near future:

> In its deliberations the Committee has given special attention to the vocational needs of students enrolled in secondary schools of a thousand or less pupils.
>
> That there may be an equality of vocational education opportunities the Committee recommends that:
>
> > . . . For the small high school particularly, a broad scale of cooperative work programs be considered in some of the following areas.
> >
> > a. diversified occupations programs, using the broadest possible interpretation. Programs should be developed in this area for students whose abilities make success in skilled trades unlikely;

b. business, clerical, and secretarial programs, leaving the way open for unforeseeable technical advances in these fields;

c. distributive education programs with a view to making these programs more attractive to the smaller high school;

d. trade and industrial programs;

e. agricultural and horticultural programs.

The success of the part-time cooperative education and other programs will depend in large measure upon the use of superior practices by school personnel from the highest level of administration to the teacher. Although not in widespread use in New Jersey, cooperative education programs have been in operation in the public schools of America for a long time. Strengths and weaknesses of programs have been identified. The literature makes reference to superior practices with regard to specific aspects of the program.

This guide has been formulated to assist teacher coordinators responsible for the operation of such a program and school administrators interested in initiating a part-time cooperative program. It is based on the successful practices of existing programs of this nature and notes pitfalls that have hindered cooperative education programs in the past.

Historical Development of Cooperative Education Programs

Since the heights of the depression, colleges have often undertaken cooperative phases in the education of their charges. This was begun for the same reason that is generally accepted for initiating a high school program; basically, to provide good experiences in most cases, for engineering students. These prospective engineers spend part-time in college and part of their time in engineering for financial remuneration. Relationships between both phases were stressed so that some transfer of learning would be effected.

Contemporary programs in the secondary school seek to offer students an opportunity to study in school part-time and to work in industry part-time for wages. This may follow various physical arrangements but the major intent is that a student may learn in two situations that are complimentary and reinforcing.

As is generally found in educational circles, there is confusion involved in terminology. By defining certain terms inherent in the study of cooperative education programs, one can observe the similarities and divergencies.

Part-Time Cooperative Education

Part-time cooperative education is a program that integrates classroom work and practical industrial experience arranged in such a manner whereby students alternate attendance in school with periods of employment in industry. The employment is established as a regular, continuing and essential element in the educative process and successful performance is credited toward the requirements of the course. This scheme of education

assumes that the employment phase be related to the student's area of study and yet be diversified enough to permit a transfer of experiences.

For the purpose of this guide the term cooperative education will be used to denote the Part-Time Cooperative Education Program as described.

Appropriate cooperative industrial education can be offered for educables and slow learners as well as regular students. Such courses are approvable by the State Department of Education.

Work Study as presented in the "Vocational Education Act of 1963" (P. L. 88-210)

. . . . a work-study program shall--

(1) be administered by the local educational agency and made reasonably available (to the extent of available funds) to all youths in the area served by such agency who are able to meet the requirements of paragraph (2);

(2) provide that employment under such work-study program shall be furnished only to a student who (a) has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the State board and the local educational agency for vocational education programs assisted under the preceding section of this part, or in the case of a student already enrolled in such a program, is in good standing and in full-time attendance, (b) is in need of the earnings from such employment to commence or to continue his vocational education program, and (c) is at least fifteen years of age and less than twenty-one years of age at the commencement of his employment, and is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his vocational education program while employed under the work-study program;

(3) provide that no student shall be employed under such work-study program for more than fifteen hours in any week in which classes in which he is enrolled are in session, or for compensation which exceeds $45 in any month, or $350 in any academic year or its equivalent, unless the student is attending a school which is not within reasonable commuting distance from his home, in which case his compensation may not exceed $60 in any month or $500 in any academic year or its equivalent;

(4) provide that employment under such work-study program shall be for the local educational agency or for some other public agency or institution; . . .

Under this act, a student may work at a job even though it be unrelated to his schooling.

The intent of this legislation is to provide financial assistance to eligible vocational students, but is in no sense an educational program.

Work Study as presented in the Economic Opportunity Act (P. L. 88-452)

The intent of this legislation is to provide financial assistance to eligible students but is in no sense an educational program.

Work Study as presented in the Economic Opportunity Act. . . The purpose of the work study program is to stimulate and promote the part-time employment of students in institutions of higher education who are from low-income families and are in need of the earnings from such employment to pursue courses of study at such institutions.

Employment may be in:

educational institutions (in attendance) or public or private non-profit organizations (non sectarian).

The work the student does in this program may or may not be related to his educational goals.

Generally Accepted Types of Part-Time Cooperative Education Programs

Historically, cooperative education programs have taken many forms and have been instituted by many disciplines. The variations have ranged from agriculture and engineering to psychology and counseling. Form and "format" initially resulted from specific needs, with little standardization. Through this rather sporadic life, certain types of cooperative education programs on the secondary school level have emerged. These existed because of the continuing success of this type of education. The areas of education for the world of work that persisted are (1) trade and industrial, (2) diversified occupations, (3) distributive education, (4) business education, and (5) agriculture. Their scope is described here:

1. Trade and Industrial

A phase of vocational education of less than college grade, suitable to the needs of prospective and actual workers in the fields of manufacturing, industry and trades. The less than college grade requirement does not imply instruction of lesser quality than that of college level; it does mean that these vocational courses do not necessarily require college entrance conditions, and programs are not primarily part of an educational curriculum or continuum leading to a baccalaureate or engineering degree,

2. Diversified Occupations

A cooperative part-time course in which each of the pupils enrolled is given training in any one of a variety of unspecified occupations in a small community where the demands for workers in any one occupation is too limited to justify the establishment of training courses in single trades.

This is viewed as a substitution for a trade and industrial program where a class is established in a single trade area.

3. Distributive Education

A branch of education concerned (a) with preparing persons to enter the field of selling and merchandising goods and services, and (b) with increasing the efficiency of those already so employed.

4. Business Education

Business education is concerned with (1) knowledge, attitudes, and non-vocational skills needed by all persons to be effective in their personal economics and in their understanding of our economic system, and (2) the vocational knowledge and skills needed for initial employment and for advancement in a business career.

5. Agricultural Education

Education in agriculture is for persons engaged in, or expecting to engage in, farming or allied agricultural occupations which require agricultural training or experience.

Operational Patterns of Part-Time Cooperative Education Programs

As stated previously, part-time cooperative education programs are the outgrowth of need. Since this is the case, many operational patterns

have been followed. Two that have survived the test of time are the week-about and the half-day variety.

1. Week-About Pattern

The week-about pattern involves a student in a program where he participates in school for a period of time (usually 1, or 2, or 3 weeks) and following this spends an equal time on the job. This means that the student receives double periods of English, math, history and related experiences while he attends school to make-up for the time he spends in industry.

There are certain administrative advantages inherent in the operation of this program that aid the teacher-coordinator. Since one student is in school and one is on the job, a rotational plan may be developed where the students will switch positions at the end of each period of time. This creates two positions or occupational openings for each work station and thus reduces the number needed.

Also inherent is the atmosphere of full-time student attendance whereby students are not leaving the school throughout the day. There is little disruption of events. Although administratively there are few drawbacks, certain educational implications may be brought forth that could be detrimental to the student if the philosophy is concurrent with that of the comprehensive high school and all students are considered part of a total school situation. The week-about program develops a segregated group that works at the same time and not only attends school at the same time but due to the nature of the organization usually attends the same classes.

2. Half-Day Programs

The half-day type of cooperative education program provides the opportunity for the students to work either in the morning or the afternoon and to attend regularly scheduled school the other half of the day. The system can be worked so that students could be employed either in the morning or afternoon. Thus, one might conclude that the form allows a great degree of flexibility. Since the students meet with the teachers every day in regularly scheduled classes, continuity or articulation in class work is evident as is the close teacher-student relationship that is lacking when a student has a week of work separating class meetings. Students who are enrolled in a half-day situation are exposed to regularly scheduled classes not the double period sessions in the week-about program. For many students oriented to the working world, this pattern would seem to reduce some of the frustration often associated with extended academic rigor. This pattern also permits students to participate in regularly scheduled co-curricular activities offered other students.

Purposes of the Cooperative Education Program

1. To provide a meaningful education to all students, terminal in nature, interested in work in the trades or industry.
2. To afford any school regardless of size the opportunity to offer vocational trade and industrial training.
3. To supplement existing "in school" industrial arts and trade and indurtrial vocational programs.
4. To offer vocational training in many different phases of trade and industrial occupations.

Advantages of the Program

Supplementing the broad purposes of such a program are specific advantages to the student, the school, the community, the employer, and to labor in general.

To the Student

1. Offers an opportunity to receive some specific occupational training while attending high school.
2. Offers an opportunity to complete high school and receive the regular diploma with other members of the class.
3. Offers training for boys and girls in a chosen occupation in their local community.
4. Offers an organized plan of training on the job under actual industrial and commercial conditions.
5. Offers an opportunity to secure training at a relatively low cost because it is secured while attending the public school.
6. Establishes definite work habits and attitudes.
7. Makes possible a satisfactory adjustment of work and school activities.
8. Allows a better correlation of school work and employment because the student recognizes his own needs.
9. Lends encouragement to stay in school until graduation.
10. Offers an opportunity for employment in the local community after completing high school and the training program.
11. Frequently enables students to secure full-time employment with the training agency after completing their course and graduating from high school.

12. Motivates interest in other high school subjects.
13. Develops a sense of responsibility.
14. Provides instruction in safety and good occupational habits.
15. Enables student to stay in school due to his earnings.
16. Enables him to make an intelligent choice of his life's work earlier.

To the School

1. Broadens the curriculum.
2. Helps hold students in school longer.
3. Allows the school to offer occupational training for those who are going to enter an occupation which does not require college training.
4. Provides credits which may be used for college entrance.
5. Enables the school to better meet the training needs of the community.
6. Allows training in a number of occupations at the same time and allows a comparatively low per capita cost.
7. Provides a closer cooperation with the community as a whole.
8. Provides a closer cooperation with industrial life.
9. Lessens the disciplinary problems of the school.
10. Necessitates a relatively small amount of equipment.
11. Enables other employers to see the needs for more training.
12. Helps in the establishment of evening classes.
13. Permits flexibility in instruction in any occupation, as it may readily be discontinued when the training needs of that occupation are met locally and instruction in other occupations may be substituted without disrupting the program.

To the Community

1. Encourages more young people to remain in their home community after completing high school.
2. Has a part in training for its own needs.
3. Causes more young people to remain in school.
4. Enables the community to give training for those who will enter occupations not requiring college training.
5. Allows training in a number of occupations at the same time and at a comparatively low per capita cost.
6. Secures the services made possible by the National Vocational Education Acts.
7. Tends to lessen the unemployment problem because better training is being given its own people.
8. Tends to produce citizens who will feel their responsibility at an early age.
9. Gives increased buying power to its citizens in early life.
10. Promotes a closer cooperation between the community and the school.
11. Provides a closer correlation between the school and employment.

To the Employer

1. Gives a better acquaintance with the prospective employees of the community.
2. Provides a better source of better trained and more intelligent employees.
3. Enables them to have a part in the school program.

4. Reduces labor turnovers.
5. Enables them to have sources of trained help in peak periods.
6. Causes other employees to see the need for more training.
7. Enables employer to receive more direct returns from his school tax dollar.
8. Enables employer to secure up-to-date information about his occupation from the school for themselves and other employees.
9. Enables employer to help guide the program through representation on the advisory committee.

To Labor

1. Offers training which heretofore has not been possible in many instances.
2. Enables labor to help guide the program through representation on an advisory committee.
3. Provides a source of well-trained leaders.
4. Furnishes the assurance that the labor market will not be flooded.
5. Offers pre-apprentice training which will be advantageous to both apprentices and journeymen.
6. Opens the way for part-time and evening classes for apprentices and journeymen workers.

Location and Evaluation of Work Stations

The success of cooperative education is highly dependent upon the ability of the coordinator to secure training agencies. His success in the placement of students enables a program to operate. For a beginning coordinator or one who is experienced and is starting a program in an unfamiliar locale, a survey of occupational opportunities of some sort must be made to familiarize the coordinator with the possible training agencies.

For many situations an elaborate survey is unnecessary since the purpose is only to identify possible training agencies and their locations. A good starting place is the classified section of a telephone directory or classified advertisements in a local newspaper. Following the preparation of a list from these sources, contacts may be made with the personnel director of the agency.

A coordinator should have in mind certain criteria that an agency should be judged by in considering it for training purposes. Some suggested points used for rating an agency are:

1. Is the agency interested in training workers or just in need of filling a position?
2. Are these facilities conducive to learning or are they going to provide little or no educational experience for students?
3. Is there stability of employment?
4. Is the type of personnel conducive to the experiences that are desired?
5. Are there health and safety hazards?
6. Are there opportunities for permanent employment?
7. Is the agency accessible?

Using these and appropriate criteria added by the coordinator, a check list can be constructed so that an overall rating of the agency can be established.

Often the classified section of the telephone directory will not indicate new industries in the community. Even though they are intent on starting into production as soon as possible, they must be able to obtain or train workers or they will have to bear the entire effort in training a labor force. As a new industry, they are also attempting to enter a labor market that is dominated by older industries or businesses. Bearing these points in mind, newcomers can be made aware of the opportunities to aid in the training of people who ultimately could become part of their organization.

Once a coordinator has established himself in a community, he should carry on a placement campaign for his program. He cannot wait until students are enrolled in a program to find suitable work stations but must be constantly presenting his program to the community. Many times opportunities are available for a coordinator to speak to groups in the community. Some of these groups include:

1. Chambers of Commerce
2. Manufacturers' associations
3. Builders' associations
4. Trade associations
5. Service clubs
6. Women's clubs
7. Businessmen's associations
8. Radio and television programs

A coordinator who has the opportunity to speak before community groups should have a prepared message to give that will, in effect, sell his program. Included in this can be some of the following points:

1. Trained students, knowledgable in the ways of industry, will be available to the employer upon the completion of their formal education.
2. The program of cooperative education enables the employer to participate in the education of future workers and thus he will share in the pride attached in the accomplishment.
3. An efficient and effective plan of vocational education may be arrived at by having the employers cooperate with the school officials in the development of the program.
4. The training of youths as productive members of the community and who can find employment after completion of the high school course will eliminate or reduce many of the social problems normally linked with out-of-work young adults.
5. The cooperative program trains youth who will become potential employees of the training agencies.
6. Community pride is established when the school, business, and the public all are working toward a common end and can see results that are positive.

Once employers become interested in cooperative education programs, the coordinator should make every effort to follow up by visiting the agency personally to present all the facts about his program. Every aspect of the program should be discussed with time permitting so that future embarrassment might be avoided. At this time a training agreement should be presented so that all the provisions of employment are clear. (see suggested form in Appendix B)

The Coordinator of the Cooperative Education Program

The program of cooperative education allows a very unusual relationship to exist between industry and the school. The mutual dependence in planning and operating a program is not found in most school situations. The training agency serves to give practical on-the-job training to the student while the school supplements this with the related technical information so necessary to work of this sort. The success of such a program is dependent on both agencies, school and industry, and because of this it is necessary to coordinate these groups so that they work harmoniously and effectively. Such is the task of the cooperative education coordinator.

The coordinator should be able to mix well with people of many statures and from many walks of life, from the worker in the plant to the personnel manager of a large industry to various school officials. A cooperative education program is not possible unless the coordinator has the backing of the school, industry, local officials, and the community in general. He must be perceptive, tactful, and able to exhibit enthusiasm for the program.

Some teachers might find little satisfaction and meet with little success as a coordinator. It has been found that after the first year much of the original interest wanes and often the only reason for the continuing success of the program is because the coordinator has established support and has caused people to become intimately involved with the operation. The successful coordinator makes it a point to meet people and discuss the program with them making them an integral part of its operation. He cooperates in an educational manner with any and all groups and is careful not to offend any group since their support will become essential over a period of time.

The coordinator should become acquainted with the parents of his students. They should meet occasionally to discuss the progress and operation of the cooperative education program as it involves them and their charges. As the years go by, it should be said that the coordinator knows every influential person in the community; a feat that is a small matter in the small community, but a rather arduous task at best in the larger community and one that will necessitate considerable effort on the coordinator's part.

Where cooperative education programs have met with little success or complete failure, there seems to be one reason: the coordinator. Lack of enthusiasm, indifference toward the promotional aspects of the job, the pursuit of something "softer" and the taking on of outside responsibilities by the coordinator can contribute to the failure of the program. Being a teacher-coordinator of such a venture is a full time job with little room for additional burdens such as coaching, part-time employment and other extracurricular duties. Few programs in education exist due to the efforts of a single person as much as the cooperative education program. It is evident that the selection of a competent person as coordinator is the one single most important decision in the establishment of the plan.

Personal Qualifications of the Coordinator

The coordinator:

1. must be energetic to such an extent that his vitality is contagious.
2. must understand his program in such a way that his enthusiasm is well founded.
3. must be able to think on his feet--able to adapt to situational pressures.
4. should enjoy work in the field of education.
5. should enjoy working with and for young adults.
6. should be adept in and enjoy working in civic and school ventures.
7. should be able to do promotional and public relations work.
8. must be able to mix well with people of all types.
9. must be able to cope with immediate failure without losing his enthusiasm for the program.

Responsibilities of the Coordinator

The following list was compiled from successful practices that coordinators have used in establishing and operating successful cooperative education programs. A check list might be constructed from these items after the situation has been surveyed and the amount of work already done by the administration considered.

The coordinator of the cooperative education program:

1. understands completely the objectives of the cooperative education program.
2. develops a spirit of cooperation among faculty, students and administrators.
3. becomes integrally involved with the total school program.
4. maintains a written account of the progress shown by his students and the program in general.
5. maintains constant communication between the principal and himself.
6. cooperatively selects a suitable training agency for the student with him and his parents in counseling sessions.
7. utilizes tests of standardized measures to determine the student's potential in certain areas.
8. makes a survey of the student body to ascertain the nature of his future student-learners.
9. places students in training agencies only if they meet the prescribed criteria.
10. initially contacts potential employers.
11. confers with guidance counselors and other faculty members in the selection process and to determine the overall progress of his charges.
12. conducts an occupational survey of the community served by the school district and revises it periodically to keep it up to date.

13. organizes an advisory committee from business and industry to keep them informed of the progress of his program and to keep them vitally interested in the cooperative program.
14. makes arrangements for the related information classes to be given by him or supervised by him (often dependent on the size of the program).
15. keeps abreast of all changes in local, state, and national labor and employment laws.
16. arranges for suitable wages, working conditions and work schedule with the employer.
17. aids the employer in making an analysis of jobs that the student-learner will be involved in so that progress may be recorded in some standard manner.
18. makes supervisory visits to the student on the job.
19. becomes involved with the student's welfare on the job and prevents the exploitation of the student by constant reference to the mutually agreed upon training agreement.
20. studies the community on a periodic basis to determine new fields of opportunity for utilization by the program.
21. creates a cooperative atmosphere between the parents, students, employers, and school officials.
22. offers educational, vocational and personal guidance to his charges.
23. develops a strong on-going program of public relations.

24. maintains a follow-up program of his students for a period of time after their graduation and from the high school program.

The On-The-Job Supervision of Students

The coordinator is faced with the necessity of supervising students on the job as soon as they are started. This involves visits to the training agency to observe their initial adjustment to the job situation and their progress as they go along. In the beginning it seems that more frequent visits are in order since in many cases the training agency is new to the situation as well as the students. While there are no set times for visits, the agency should be informed of the intended visitation and the time should be suitable to both parties. Care must be taken to avoid visiting students when peak production periods are upon the company, and a visit would be viewed as an intrusion. As the students adjust to the work schedule and become an integral part of the agency, visits of a supervisory nature may be reduced in number and often a telephone call or a brief memorandum may suffice. Care must also be taken to see that students are being placed in learning situations and not just in a position that conveniently increases production. In many successful programs the coordinators have found that the most fruitful time to visit a student was when he was about to change to a new job or immediately after he had made the change to the new situation.

Certain background procedures should be helpful to the coordinator anticipating supervisory duties:

1. Decide ahead of time what should be accomplished while on a supervisory visit.
2. Have a general knowledge of the regulations imposed on the program by the State Department of Education, the State Plan for Vocational Education and the State Department of Labor and Industry.
3. Devise a check list of important points to be covered on a supervisory visit to a training agency.
4. Predetermine the use to be made of the information gathered referred to in item three above.
5. Make sure that formal permission is granted by the training agency to visit the student-learner while on the job each and every time a supervisory visit is anticipated.
6. Develop an atmosphere of friendship within the training agency so that supervision is welcomed rather than looked upon as a necessary evil.
7. All plans for supervisory visits should be in the best interest of the student learner, the school and the training agency.

Suggested procedures for carrying out the supervisory visit as efficiently and effectively as possible:

1. Develop a standard for the recording of the visit (Sample form in following section).
2. Make arrangements with the training agency for the specific time and date of the visit.

3. Be sure that the student understands the reason for the visit and that he knows the procedure.
4. Ample time must be available during daily working hours for the coordinator to visit as many students as possible while they are on the job.
5. While at the training agency, take up as little time as possible from duties of the student-learner and the employment supervisor.
6. Maintain an air of informality and naturalness.
7. Any discussions with theforeman and manager should be at their invitation since their time is paid to produce and any undue interruption could be a hindrance to their efficiency.
8. The operation of the entire agency should be observed.
9. Care should be taken to observe the activities of the student-learner as closely as possible to determine if he is being employed in tasks that are instructional in nature.
10. Any opportunity to advance the program while at the training agency should be taken.

Procedures that should be taken following a visit to the training agency:

1. Immediately following the supervisory visit, but not while at the agency, a written report of the visit should be made (See form in following section).
2. As soon as possible after the visit to the training agency, a conference should be arranged with the student-learner to

discuss the impressions of the coordinator. At this time adjustments in the on-the-job portion of the program might be suggested and improvements in the student's related information program might be instituted.

Some problems frequently met by coordinators as they observe student-learners on the job are:

1. Personnel of the agency do not have a sincere interest in the education of the student.
2. Student-learner is being exploited.
3. The job progression agreed upon by the training agency is not being followed.
4. The student-learner is not being supervised by capable workmen.
5. Adequate facilities are not at the disposal of the student in the process of his education.

The coordinator should exercise good judgment when arranging supervisory visits to training agencies after instituting the program. Considerations of such things as peak production periods, contract renewal time and management conference times should be taken into account before making plans to visit an agency. Extreme care should be taken to develop cordial relationships with the workers and management of the various agencies on the job and off.

Suggested Form For Recording Visit to Training Agency

Student-learner____________________Agency_______________

Supervisor____________________Phone_______________

Date____________________Time of Visit_______________

1. Appearance of student____________________
2. Specific job being done by student____________________
3. Student's attitude toward job____________________
4. Supervisor's comments on student's performance_______________

   ____

   ____

5. Related information that would be helpful_______________

   ____

   ____

6. Co-workers attitude toward student____________________
7. General comments on the condition(s) of employment:
   - a. is the job a realistic task for student_______________
   - b. are conditions conducive to good work performance__________
   - c. are safety hazzards present____________________
   - d. additional comments____________________

     ____

     ____

Related Information Classes

The cooperative education program is truly a cooperative venture between the school and industry. Both agencies have a specific task to accomplish in preparing the terminal student for the world of work. The training agency has the responsibility for placing the student in a job that will give him positive work experience for the future while the school has the equally important task of providing the student with related technical and general information as well as to present him with a basic grounding in the traditionally accepted school subjects. While overlap exists, there may be a classification of subject matter within the realm of related information that enables the school to divide it into courses.

General Related Information:

This phase of related information given to the student is based on the general attitudes and personal skills needed to succeed in the world of work. Certain objectives are common to this part of the program.

In general, the related education program aims to:

1. enable the student to explore his potential in the world of work.
2. ease the transition from school to work and develop in the student the idea that success is based on the notion of continuing education.
3. allow the student to realize what employment entails.
4. give the student the opportunity to explore and develop the relationships which must develop between workers and workers and workers and superiors.

5. develop self-reliance and self-confidence.

It is customary to divide the related information course into two areas of study, one dealing with general topics and the other devoted to a specific occupation.

Suggested topics for the general related information portion of the program are:

1. personal appearance and grooming.
2. assuming responsibility.
3. occupational information.
4. business letter writing.
5. insurance.
6. banking.
7. income tax.
8. social security.
9. laws and regulations affecting the worker.
10. personal business.
11. housing.
12. community service.
13. development of good work habits.
14. the value and use of money.
15. the value of education.
16. travel.

Aids to be used in the instruction of many phases of this area are presented in the appendix.

Specific Related Information:

The specific related information classes are spent developing skills that are pertinent to the job the student-learner is performing at the training agency. The form the instruction and practice takes is often dictated by the operations performed on the job. The use of the supervisory visit form is helpful in that it includes recommendations for related study by the agency and the coordinator. Often the instruction given will be concerned with the reason for performing the operations and the scientific basis of the process since the training agency will probably teach the student to perform the task without specific understanding of why the task is performed as it is.

Public Relations

The institution of a cooperative education program is usually of interest to the general public and to the faculty. As time passes, the initial enthusiasm may wear off and the teacher-coordinator will be faced with the responsibility of maintaining interest in the program.

Continuation of the coordinator's speaking schedule should aid as will timely newspaper releases. Articles in the professional journals can be used to publicize the program. This will also serve to encourage reevaluation of the program with resulting improvement.

At some future date, the school may wish to publish a booklet similar to the one compiled by the Vocational-Technical Department of Allentown High School, Allentown, Pennsylvania. This booklet--Men

Trained for Industry--presents brief descriptions of each phase of the program with accompanying pictures and testimonials from many of the graduates of the school who are successfully employed in the trades.

General techniques of public relations for vocational educators are presented in Your Public Relations, prepared by the Committee on Research and Publication of the American Vocational Association, Inc., 1010 Vermont Avenue, NW, Washington 5, D. C. This guide, in addition to the imagination of the coordinator, should be ample to sell the program so that many more students will be able to receive an appropriate education.

APPENDIX A

Federal Labor Laws Affecting Program

Walsh-Healy Public Contracts Act--contains child labor provisions that require any contractor, manufacturing or furnishing goods or supplies for the Federal Government in an amount exceeding $10,000 to agree as one of the conditions of his contract that he will not employ boys under 16 or girls under 18 on such work.

Fair Labor Standards Act of 1938

The Fair Labor Standards Act was enacted by Congress to prevent the use of the channels of interstate commerce from perpetuating labor conditions detrimental to the health, efficiency, and well being of workers and to prevent unfair methods of competition based on such labor conditions. The law covers workers engaged in interstate commerce or the producing of goods for interstate commerce. There are some exemptions. The law chiefly provides a minimum wage, time-and-a-half for overtime, and a ban on oppressive child labor, but only in industries dealing with interstate commerce.

The text of the Child-Labor provisions of the Fair Labor Standards Act of 1938, as amended, states that no producer, manufacturer, or dealer shall ship or deliver for shipment to commerce any goods, produced in an establishment situated in the United States in or about which within thirty days prior to the removal of such goods therefrom any oppressive child labor has been employed. Relation to other laws implies that no provision of this act relating to the employment of child labor shall justify non-compliance with any Federal or State law or municipal ordinance establishing a higher standard than the standard established under this act. The Secretary of Labor administers the Child-Labor provisions of this act. When state standards for employment of children are higher than Federal standards, the state standards shall be observed.

Hazardous occupations are subject to a minimum age of 18 years under the Fair Labor Standards Act. The hazardous occupations, (U.S. Department of Labor) Numbers 1 through 13 are outlined below. The hazardous occupations outlined in sections #5, #8, and #12 were exempted from the limitations set by this Act by amendments to the act in 1958.

> "Provided, however, That such a student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school: Provided, further, That such student-learner be employed under a written agreement which shall provide: (i) that the work of the student-learner in the occupations herein declared hazardous shall be incidental to his training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person; (ii) that safety instruction shall be given by the school and correlated by the employer with on-the-job training; and (iii) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Such a written agreement

shall carry the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of the agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation wherein it is found that reasonable precautions have not been observed for the safety of minors employed thereunder."

Order #1 MANUFACTURING OR STORAGE OCCUPATIONS INVOLVING EXPLOSIVES--All occupations except retail establishments or plants or establishments of the type described in subparagraph 2 of the regulations. The term 'explosives and articles containing explosive components' includes ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder, and all goods classified and defined as explosives by the Interstate Commerce Commission in regulations for the transportation of explosives and other dangerous substances by common carriers. The plan includes land with all the buildings and other structures.

Order #2 MOTOR-VEHICLE OCCUPATIONS--Includes all the occupations of motor-vehicle driver and helper. This pertains to all motor driven vehicles except those operated exclusively on rails.

Order #3 COAL-MINE OCCUPATIONS--Includes underground workings, open pit, or surface occupations dealing with lignite, bituminous and anthracite coals.

Order #4 LOGGING AND SAW-MILLING OCCUPATIONS--Includes all occupations in a sawmill, lath mill, shingle mill, or cooperage stock mill except work in offices, living quarters, timber cruising, surveying, logging engineering parties, roads, railroads, flumes, forest protection, or work of telegraph lineman.

Order #5 POWER-DRIVEN WOODWORKING MACHINE OCCUPATIONS--Occupations include supervising or controlling the operation of such machinery as well as operating, setting up, adjusting, repairing, oiling, or cleaning. This order shall not apply to the employment of apprentices in occupations herein declared particularly hazardous; provided that the apprentice is employed as a patternmaker, cabinet-maker, airplane-model maker, ship joiner or mold loftsman. Nor shall this order apply to a student learner enrolled in an approved industrial vocational cooperative training program.

Order #6 OCCUPATIONS INVOLVING EXPOSURE TO RADIOACTIVE SUBSTANCES--Includes occupations in the entire working area involving work with radium, self-luminous compounds, incandescent materials having thorium salts, or other radioactive substances.

Order #7 POWER-DRIVEN HOISTING APPARATUS OCCUPATIONS--Includes work of operating or assisting on an elevator, crane, derrick, hoist, or high lift truck except hoist not exceeding one ton capacity. Includes crane hookers, crane chasers, hookers-on, riggers, rigger helpers, and like occupations. This section does not include most auto garage lifts.

Order #8 POWER-DRIVEN METAL FORMING, PUNCHING AND SHEARING MACHINE OCCUPATIONS--The occupations of operator or of helper on the following: power-driven metal forming, punching, and shearing machines, rolling mills, punch presses (except those provided with full automatic feed and ejection with a fixed guard), power presses, plate punches, and bending and hammering machines. This order does not apply to the employment of apprentices who are registered by the Bureau of Apprenticeship of the U. S. Department of Labor or by the New York State Apprenticeship Council. Nor shall this order apply to student-learners in an approved industrial vocational training program.

Order #9 OCCUPATIONS IN CONNECTION WITH MINING, OTHER THAN COAL--Includes all occupations in connection with mining, other than coal except work in offices, warehouses, supply houses, change houses, laboratories, or maintenance shops not located underground. (Refer to exceptions listed under coal mine occupations.)

Order #10 SLAUGHTERING, MEAT PACKING, AND RENDERING PLANT OCCUPATIONS--Includes occupations on the killing floor, in curing cellars, in hide cellars, except work of messengers, runners, hand-truckers. Includes occupations involved in the recovering of lard and oils except for operation of a lard-roll machine and occupations in packaging and shipment of such products. Also includes all occupations involved in tankage of inedable rendering of dead animals, fats, etc. Includes operation of power-driven machinery, boning occupations, those involving the pushing or dropping of any suspended carcass, hand-lifting or hand-carrying.

Order #11 POWER-DRIVEN BAKERY MACHINE OCCUPATIONS--The occupations of operating, assisting or cleaning any horizontal or vertical dough mixer, batter mixer, bread dividing, pounding, or molding machine; or cake cutting band saw. Also includes the occupation of setting up or adjusting a cooky or cracker machine.

Order # 12 OCCUPATIONS INVOLVED IN THE OPERATION OF PAPER PRODUCTS MACHINES--Includes operating or assisting to operate any power-driven hand-fed printing press and the machinery used in paper product manufacturing. This order is not intended to include student-learners enrolled in an approved industrial vocational cooperative training program.

Order #13 OCCUPATIONS INVOLVED IN THE MANUFACTURE OF BRICK, TILE AND KINDRED PRODUCTS--Includes all work in or about establishments in which clay construction products and in which silica brick or other silica refractories are manufactured, except work in offices.

(Additional orders, of course, may be released from time to time.)

Forms Used In Compliance with Walsh-Healy Public Contracts Act and Fair Labor Standards Act

1. Application for a certificate to employ a student-learner (at less than minimum wage).

U. S. Department of Labor Certification must be obtained through the use of form "Budget Bureau No. 44-R308.10." This also is application to pay less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healy Public Contracts Act minimum wage determination.

2. Employment of student at below minimum wages in training agencies which engage in interstate commerce. If the training agency desires to employ the student-learner at a wage below the statutory minimum as established under Section 6 of the Fair Labor Standards Act of 1938, as amended, each of four forms must be completed. These forms are by number: forms 1-F.1, 2-F.1, 4-F.1, 520-1.

3. Employment of student by any agency engaged in interstate commerce but paying the statutory minimum wage.

If the student receives the minimum wage and the agency is engaged in interstate commerce, the training agency may request that forms 1-F.1, 2-F.1, 4-F.1 be completed for his files as evidence of the student-learner's age and employment status. Training agencies not engaged in interstate commerce may request the completion of these three forms for the same reason.

Note: It is the recommendation of the Vocational Division, State Department of Education that application for special rates below statutory minimum be made only in cases involving certain handicapped pupils.

Federal Regulations Concerning Federally Reimbursed Programs

§102.79 Part-Time cooperative classes. The following provisions apply to the use of funds under the plan for part-time cooperative classes (as defined in §102.74);

(a) The class must be organized through voluntary cooperation agreements (preferably in writing) between the school and employers, which provide legal employment of the students, an organized program of training on the job, and supplemental vocational instruction in school.

(b) The class must be composed entirely of persons meeting the minimum age requirements who are enrolled in a day school and legally employed in a trade and industrial pursuit. Those enrolled must have trade and industrial objectives in line with their employment on the job. Such persons enrolled in part-time cooperative classes are called "student-learners." The class may be composed of student-learners all employed in the same, or in different trade and industrial occupations. However, an individual student-learner may be employed and receive training in only one such occupation.

(c) For a student to be considered legally employed for the purpose of this section, his employment must be in conformity with Federal, State and local employment laws and regulations. When employment is in establishments engaged in interstate commerce or in the production of goods for interstate commerce, such employment must be at least at the legal minimum wage, except where authorization is granted by the appropriate Regional Office of the Wage and Hour and Public Contracts Divisions by certificate for employment at a special minimum wage. In some occupations declared hazardous by the U. S. Department of Labor, student-learners must be 18 years of age unless exemption is secured by appeal to the Secretary, U. S. Department of Labor. Student-learners in any case he must receive a monetary wage commensurate with wages paid other employees doing similar work.

(d) Provision must be made for adequate coordination and supervision of the program, and sufficient time must be provided for a coordinator to visit employers and student-learners on the job.

(e) State plans are provided that the student-learner must be employed for an average of not less than 15 hours per week during the school year, the major portion of such employment to be during the normal school day hours.

(f) In a program covering two school years, an average of at least one regular class period per day must be devoted to related vocational instruction in classes limited to the cooperative group. In a program covering only one school year, an average of at least two regular class periods a day must be devoted to related vocational subjects in classes limited to the group. Sectional cooperative classes meeting these requirements are permitted as provided in §102.47.

It can be seen that the federal regulations have jurisdiction over the school and the employers. Both must assume responsibility which makes it necessary for the law to be understood completely and any program to be operated concurrent with the governing regulations. Specifically, federal regulations say:

1. The plan made between the school and the employer is entirely voluntary.
2. Student-learners are considered legally employed.

3. The program is an organized plan of on-the-job training.
4. The school is responsible for related vocational instruction.
5. Minimum employment age requirements are to be met.
6. Trade and Industrial objectives concerning the on-the-job phase of the program must be met.
7. Federal, State and local labor laws must be considered and satisfied.
8. Students working in interstate commerce must be paid the legal minimum wage unless they are working under a learner permit. In intrastate employment a wage equivalent to that paid other employees must be given.
9. Coordination and supervision of the program must be provided for by the school.
10. Student-learners must be employed for an average of 15 hours a week.
11. The major portion of the student-learner's work must be during the regular school day.
12. A student enrolled in a one year program must receive related instruction of two periods in length per day (1½ clock hours).

Further sources of information:

A full understanding of federal regulations concerning vocational education and in particular, part-time cooperative education programs can only be obtained by studying a more complete documentation of the law than presented here, further information may be found in expanded form in the listed publications:

1. U. S. Department of Health, Education and Welfare, *Administration of Vocational Education*, Bulletin 1, U. S. Government Printing Office, Washington, D. C., Revised.

2. U. S. Department of Labor, Wage and Hour and Public Contracts Divisions. *Employment of Student-Learners,* Regulations Title 29, Part 520 of the code of Federal Regulations, Washington, D. C.

3. Wage and Hour and Public Contracts Divisions, U. S. Department of Labor, *Handy Reference Guide to the Fair Labor Standards Act,* Washington, D. C.

APPENDIX B

New Jersey State Labor Laws Affecting Program

The New Jersey Child Labor Laws have been condensed into abstract form by the New Jersey Department of Labor and Industry, Wage and Hour Bureau. A reproduction is presented here including a list of prohibited occupations which parallel the Federal Fair Labor Standards Act of 1938 "Hazardous" occupations. In cases where an occupation is included in only one list, it shall be deemed binding by law as those agreed upon by both agencies.

Any work station where a student-learner shall be occupied in a wage earning capacity must be inspected and approved by the Director of Work Study Programs, Vocational Division, New Jersey State Department of Education. His approval also carries the approval of the New Jersey Department of Labor and Industry by mutual agreement.

Further information concerning wage and hour matters may be found in two publications published by the Department of Labor and Industry or by contacting the Director of Work-Study programs for New Jersey (both addresses listed below).

The two publications are:

1. New Jersey State Laws Pertaining to:
   Hours of Labor
   Regulation of Wages
   Minimum Wage Standards
   Discrimination in Wages

Collection of Wages

MW-71

2. Child Labor Law and Regulations MN-130

Addresses for further information:

Wage and Hour Bureau
Department of Labor and Industry
John Fitch Plaza
Post Office Box Y
Trenton, New Jersey

Director of Part-Time Cooperative Education & Work-Study Programs
Vocational Division
N. J. Department of Education
225 West State Street
Trenton, New Jersey 08625

NOTE: Certain exemptions from the two lists of hazardous and prohibited occupations may be made if proper authorization is acquired through the Department of Education and the Department of Labor.

APPENDIX C

Related Instruction - Audio-Visual Aids

A. Where to Look for a Job

Film	Producer	Running Time
Getting A Job	Encyclopedia Britannica	16

Filmstrip	Vendor
Getting A Job	Bowmar, Stanley

B. Documents and Legal Authorization in Applying for a Job

Film	Producer	Running Time
Your Social Security	New York State Dept. of Commerce	11

C. Selecting a Job

Filmstrip	Vendor
What Do You Like To Do?	Society for Visual Education
What Is A Job?	Society for Visual Education
What Are Job Families?	Society for Visual Education
Finding the Right Job for You	McGraw-Hill

D. Applying for a Job

Filmstrip	Vendor
The Job Interview	Eye-Gate House
Getting a Job	McGraw-Hill

E. How Proper Personality Traits are Important

Films	Producer	Running Time
Developing Self Reliance	Coronet	11
Improve Your Personality	Coronet	11
How To Be Well Groomed	Coronet	10
Office Teamwork	Encyclopedia Britannica	12
Personal Appearance	Coronet	38

E. How Proper Personality Traits are Important (Continued)

Films	Producer	Running Time
Personal Qualities For Job Success	Coronet	11
Shy-Guy	Coronet	13
Developing Your Character	Coronet	11
Effective Criticism	Coronet	11
High School: Your Challenge	Coronet	16

Filmstrips	Vendor
So You Want To Make A Good Impression	McGraw-Hill
Selling Yourself To An Employer	McGraw-Hill
Getting Ahead On Your Job	Bowmar, Stanley

F. The World of Work

Films	Producer	Running Time
Age of Specialization	McGraw-Hill	13
Automation	McGraw-Hill	84
Big and Basic	Ford Motor Company	30
Human Bridge, The	Ford Motor Company	30
Technique for Tomorrow	Ford Films	10
Americans at Work	A. F. L. -C. I. O. Occupational Series (Div. of Education Communications, N. Y. State Dept. Ed. -a series of 50 occupations, write the division for details)	
One Out of Seven	Ford Motor Company	21

Filmstrips	Vendor
Spotlight on Labor	New York Times
Mass Production	New York Journal-American
Interdependence in Industry	New York Journal-American
Machines and Human Welfare	New York Journal-American
What is Automation?	New York Journal-American
Getting a Job	McGraw-Hill
Finding the Right Job for You	McGraw-Hill

G. How to Hold Your Job

Films	Producer	Running Time
Am I Trustworthy?	Coronet	11
Everyday Courtesy	Coronet	11
How to Get Cooperation	Coronet	11
How to Keep a Job	Coronet	11
Office Etiquette	Encyclopedia Britannica	14

Filmstrips	Vendor
Your Boss is Proud of You	McGraw-Hill
Why Etiquette in Business	McGraw-Hill
Your New Job	McGraw-Hill
The New Employee and Fellow Workers	McGraw-Hill
You Want to Look Right	McGraw-Hill
How to Get a Job and Keep It	Filmstrip-of-the-Month Club, Inc.

H. The Dangers in Constantly Shifting Jobs

Film	Producer	Running Time
Your Earning Power	Coronet	11

I. How To Measure Success On the Job

Filmstrip	Vendor
Getting Ahead On Your Job	Bowmar, Stanley

J. Learning About Yourself and Planning Ahead

Films	Producer	Running Time
Act Your Age	Coronet	12
Captains Courageous	Teaching Film Custodians	12
Developing Friendships	Coronet	10
Don't Get Angry	Encyclopedia Britannica	12
Effective Criticism	Coronet	11
Feeling Left Out	Coronet	13
How to Say No	Coronet	11
Planning For Success	Coronet	11
Understanding Your Emotions	Coronet	14
Aptitudes and Occupations	Coronet	16
Your Investment in the Future	Coronet	11

J. Learning About Yourself and Planning Ahead (continued)

Films	Producer	Running Time
Benefits of Looking Ahead	Coronet	11
Choosing Your Occupation	Coronet	10
Finding Your Life's Work	Molinke	22
Planning Your Career	Encyclopedia Britannica	16
Apprentice Training	United World	30

Filmstrips	Vendor
Politeness Is For You	McGraw-Hill
Yours For the Best	McGraw-Hill
Home Ground	McGraw-Hill
Personal Relationships	McGraw-Hill
Your Family and You	Jam Handy
Understanding Myself	McGraw-Hill
Popularity Comes to You	McGraw-Hill
Stepping Out	McGraw-Hill
Developing Social Maturity	McGraw-Hill
Public Appearance	McGraw-Hill
Your Feelings	Jam Handy
How Can I Understand Other People?	McGraw-Hill
Who Are You?	Society for Visual Education
How to Make a Career Decision	Filmstrip-of-the-Month, Inc.
Let's Look at Careers	Filmstrip-of-the-Month, Inc.

K. You and Military Service

Films	Producer	Running Time
Getting Ready Emotionally	Coronet	11
Annapolis Story	U. S. Navy	25
The Beginning	U. S. Marines	21
Navy Men	U. S. Naval Recruiting Service (available through local Navy Recruiting Station)	28

L. Miscellaneous

Managing Your Money Series Filmstrips - McGraw-Hill

1. Earning Your Money
2. Spending Your Money
3. Paying Your Bills

L. Miscellaneous (continued)

4. Making Money Work For You
5. Borrowing Money
6. Buying Insurance

Learning to Study Filmstrips - McGraw-Hill

1. Study Headquarters
2. Getting Down to Work
3. Using a Textbook
4. Taking Notes in Class
5. Giving a Book Report
6. Writing a Research Paper
7. Reviewing

SOURCES

1. Coronet Films
Sales Department
Coronet Building
Chicago, Illinois

2. Encyclopedia Britannica Films
202 East 44th Street
New York 17, New York

3. Eye-Gate House
146-01 Archer Avenue
Jamaica, New York 11435

4. Filmstrip-of-the-Month, Inc.
355 Lexington Avenue
New York 17, New York

5. Ford Motor Company
Motion Picture Department
American Road
Dearborn, Michigan

6. Jam Handy Organization
2821 East Grand Boulevard
Detroit 11, Michigan

7. McGraw-Hill Films
230 West 42nd Street
New York 36, New York

8. New York Journal-American
220 South Street
New York, New York

9. New York Times
229 West 43rd Street
New York, New York

10. Society for Visual Education
1345 Diversey Parkway
Chicago 14, New York

11. Stanley Bowmar Company
12 Cleveland Street
Valhalla, New York

12. Teaching Film Custodians
25 West 43rd Street
New York, New York

13. United World Films
1445 Park Avenue
New York, New York

APPENDIX D

Suggested Forms

SAMPLE STUDENT TIME SHEET

Student ____

Work Station (Name of Company) ______________________

Name of your immediate supervisor ____________________

MONTH OF ______________________ 19___

FOR THE WEEK BEGINNING	S	M	T	W	TH	F	S	TOTAL HOURS	RATE pr hr	TOTAL WAGES
TOTAL----------									------	

SUMMARY:

Total Hours Worked		
Rate per Hour		
Total Wages		
Commissions		
Total Wages & Comm		

Information Sheet

The cooperative trade and industrial program offers an opportunity for on the job work experience for eligible students. These students attend school in the morning and work for standard wages in the afternoon under the supervision of the employer and the school.

This program carries regular high school credit toward graduation and any student may be returned to the regular school program at any time if circumstances make this necessary. Each student will take English, History, Physical Education and Related Trades and Industrial during the morning of each day. The afternoon will be spent working in industry for regular wages.

Transportation to the job is the responsibility of the individual student.

To be eligible a student must:

1. Successfully complete any prerequisite courses.
2. Be recommended for part-time work by the industrial arts teacher.
3. Be recommended by his guidance counselor.
4. Be physically fit.
5. Have sufficient points toward graduation.

I understand the cooperative trades and industrial program and would like to participate in it, provided that I am eligible at that time.

I am not interested.

Date:____________________ Student's Signature____________________

Date:____________________ Parent's Signature____________________

SAMPLE STUDENT EVALUATION SHEET

Name______________________________ Company____________________

Evaluated by_________________________ Type of Work________________

Date________________________________

	Excellent	Above Average	Average	Below Average	Poor
Attendance					
Promptness on Job					
Accuracy of Work					
Use of tools					
Wise use of materials					
Observance of safety practices					
Use of Available time					
Initiative					
Responsibility					
Cooperation with co-workers					
Cooperation with superiors					
Personal Appearance					

If student needs help in any specific area, please note it below:

Additional comments:

SAMPLE STUDENT ROSTER

School________________ Program______________ Month_______________ 19___

Student	Work Station	Position	Coord. Visits	Rate per Hour

ATTACH: Monthly Report
Mileage Voucher

Teacher-Coordinator____________________

Form Used By:

THE UNION COUNTY REGIONAL HIGH SCHOOL DISTRICT #1

TRAINING AGREEMENT

INDUSTRIAL ARTS COOPERATIVE TRADES AND INDUSTRIAL EDUCATION

The Employer ____
Company Name Address

Agrees to Employ ____
Student-Learner Address

on a part-time basis for the purpose of training the student in the ________

____________________________trade.

WAGES:

Starting wage will be $_________ per hour.

Student's in this program will receive wages comparable to wages paid to other trainees performing the same type or class of work and wages that are in conformity with State and Federal minimum wage acts.

WORKING CONDITIONS:

All student-learners must be covered by Workmen's Compensation Insurance.

The employer will observe all laws and regulations, both State and Federal, pertaining to the employment of minors.

SUPERVISION:

The employer agrees to assign one member of his organization (journeyman, foreman, or other qualified employee) to be responsible for the training of the student.

As this program is supervised by the Union County Regional High School, it will be necessary for the school's teacher-coordinator to be admitted to the employer's premises whenever he needs to observe and evaluate the student. The teacher-coordinator will conduct his observations so that there will be a minimum of interference with the employer's business.

REPORTS:

At six week intervals, the employer's representative will prepare a report on the student's progress, using the form supplied by the school.

STUDENT RESPONSIBILITY:

The student-learner shall be subject to all plant regulations applying to other employees.

The student-learner shall obey his superior at all times.

WORK EXPERIENCE:

The following will be included in the student-learner's work experience.

1. ______________________ 6. ______________________

2. ______________________ 7. ______________________

3. ______________________ 8. ______________________

4. ______________________ 9. ______________________

5. ______________________ 10. ______________________

This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator.

______________________ ______________
Student-Learner Date

______________________ ______________________
Company Representative Title

____
Teacher-Coordinator

____
Parent or Guardian

Revised February 1962